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ABSTRACT

Reading activities designed for parents to use with preschool through high school age children are provided in this guide. Activities for children below the junior high level predominate. Jean Piaget's child development theories are briefly outlined. Suggested reading activities, language activities, and children's books are listed for use with each of his defined stages of growth. Information and activities are provided on the topics of: (1) the use of praise; (2) the preschool years; (3) learning to read; (4) different types of reading material found in and outside the home; (5) writing activities at home; (6) library use; and (7) visiting museums, libraries, and special exhibits. A questionnaire examining parental attitudes toward reading, a reading list for parents, and a list of New York museums, libraries, and special exhibit concludes this guide. (JW)

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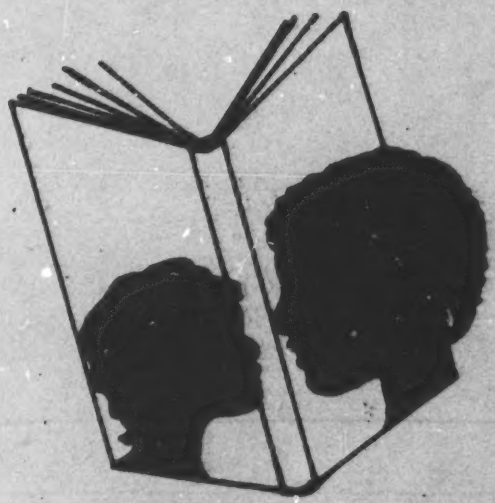
PARENTS AND READING

A GUIDE TO HOME ACTIVITIES FOR CHILDREN



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FOREWORD

This publication has been prepared by the New York City Teacher Centers Consortium. The material contained in this publication was prepared in response to expressed requests by parents and teachers of New York City school children. The instructional suggestions presented within have been tried out by parents and have been found to be effective in helping parents at home to reinforce the educational needs of their children.

This booklet grew out of parent workshops given by staff members of the New York City Teacher Centers Consortium. We would be happy to provide parent workshops for interested parents. In this way we can work together in the best interest of New York City school children.

Myrna Cooper
Project Director

INTRODUCTION

Most parents believe that education begins in school. The truth is that parents are the child's first and most important teachers.

You can help your child learn to read! This booklet suggests ways for you to enrich your child's life by reinforcing classroom work. We have included activities for children from pre-school through high school.

This guide has been found useful by many parents. We would like to hear from you if you have anything to add to our suggestions. What successful home reading activities have you tried? Please write to us so that we can include your ideas in future publications.

I am indebted to Mary Ann Spencer Pulaski, Ph.D., author of YOUR BABY'S MIND AND HOW IT GROWS, Harper & Row, 1980, for my own understanding of Jean Piaget's theories of child development.

I would also like to thank Walker and Company for their kind contribution to the Staten Island Teacher Center for The Gift Of Play, by Mari W. Piers and G. Landau, Walker and Company, 1980, and Raising Readers, by Linda Lamme, et al, Walker and Company, 1980. Both books enriched my own knowledge of the role of parents in the reading process.

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CHILD DEVELOPMENT AND READING

Jean Piaget (1896-1980) was one of the giants in the field of child growth. He pioneered in helping educators understand how children learn. Here is a very simple outline of his theories along with suggestions for reading and language activities for each stage of growth.

Stage	Description	Language	Reading
I (0-1 month)	Infant's movements random or based on reflexes.	Parent speaks to infant-sings, plays records	Read or sing to infant while holding
II (1-4 months)	Baby organizes movements in response to sights and sounds.	Sing lullabyes, speak in soft, loving tones	Read Mother Goose rhymes
III (4-8 months)	Baby reaches for objects. Babbling begins to imitate sounds.	Sing, read, say word-show pictures	Introduce "touch" books
IV (8-12 months)	Baby shows anticipation and purposeful behavior Reaches for partly hidden toys. First words may emerge from babble.	Play hide and seek (good memory training). Name objects in whole sentences	Use touch and smell, scratch and sniff books
V (12-18 months)	Toddler searches for lost toys, follows verbal directions, recognizes pictures.	Let child open and close books--point to pictures	ABC and counting books--point and say words--stiff board or cloth books

Stage	Description	Language	Reading
VI (1½-2 years)	Child begins to substitute symbols for real objects (blocks=train). Knows things exist, even when unseen.	Say rhymes with child--let child hold book. Listen to child speak and name	Repeat favorite rhymes and tales—read aloud often—let child hold book, turn pages
VII (2-4 years)	Child uses symbols to represent mental activity, as in dreams, drawings, make believe play & language.	Finger plays—(Eentsy Weentsy Spider, etc.) Encourage talk—listen	Share books with clear, bright pictures. Take child to library for story hour
Intuitive Stage (4-7 years)	Child begins to use reasoning based on appearances. Believes a small, full glass holds more than a big glass that is half full, though both hold same amount.	Listen to child say rhymes, "read" books, act out stories, play "pretend" games. Playing is crucial—respect short attention span	Books with rhymes, nonsense words, repetition, sounds, etc. Reading is hard work—be patient
Concrete Stage (7-11 years)	Child reasons logically, grasps relationships of objects in a series (big to small) or parts to the whole (dogs & cats are animals). Can reverse thinking so that if 2+2=4, 4-2=2.	Encourage hobbies and interests. Discuss them and rediscover world through child's eyes	Encourage regular library use. Read aloud together. Read for information as well as for pleasure

Stage	Description	Language	Reading
Formal Stage (11 to adult)	Ability to reason from abstract ideas to informed conclusion	Natural conversation becomes a part of everyday life	Reading becomes a way to learn; a way to enjoy; a way of life

SUGGESTED READINGS

Both parent and child should share the joys of reading. Please use this as a guide to help you encourage your young reader-to-be. For each stage of development there is a book list. Since all children are different, each stage is only approximate. You are the final judge of when your child is ready.

Stage	Author	Title/Publisher	Description
I (0-1 month)	Porter, Elizabeth	Baby's Song Book. Crowell, 1972	Songs with music
	Rossetti, Christina	Sing Song: A Nursery Rhyme Book. Dover, 1969	Musical nursery Rhymes
II (1-4 months)	Battaglia, Aurelius	Mother Goose. Random House, 1973	Small and easy-to-carry paperback

Stage con't.	Author	Title/Publisher	Description
III (4-8 months)	Teddy-Board Books	Baby's First Book. Baby's First Toys. Platt and Munk	Excellent first books for infants
		The Look, Look Book. Pat the Bunny. The Touch Me Book. Golden Press	Small, strong cardboard pages. Let baby touch and feel
IV (8-12 months)	Golden Books	Golden Scratch and Sniff Books.	Use when you're sure baby understands
V (12-18 months)	Matthiesen, Thomas	ABC: An Alphabet Book. Platt and Munk, 1968	Clear, good pictures
	Pfloog, Jan	Animals on the Farm. Golden Press, 1977	Animal sounds and matching pictures
	Scarry, Richard	Early Words. Random House, 1976	Rabbits use household objects. Good for pointing and naming
	Weisgard, Leonard	My First Picture Book. Grosset and Dunlap, 1964	Point and say book
VI (1½-2 years)	Golden Sturdy Books	I Am A Bunny. I Am A Puppy. I Am A Kitten. Golden Press	Simple stories

Stage con't.	Author	Title/Publisher	Description
	Scarry, Richard	Is This The House Of Mistress Mouse? Golden Press, 1964	One hole through each page with a fuzzy ball to touch at the end
	Ford, George	Baby's First Picture Book. Random House, 1979	Cloth and plastic book
	Johnson, John E.	The Me Book. Random House, 1979	See above
VII (2-4 years)	Nakatani, Chiyoko	My Teddy Bear. Crowell, 1976	For infants who love teddy bears
	Carle, Eric	My Very First Book Of Colors. Crowell, 1974	Toddlers can match the colors
	Emberly, Barbara	Drummer Hoff. Prentice-Hall, 1967	Repetition, drums
	Brown, Margaret Wise	The Noisy Book. Harper & Row, 1939	Child can imitate the noises
Intuitive Stage (4-7 years)	Ciardi, John	You Read To Me, I'll Read To You. J. B. Lippincott, 1962	Poetry much favored by young children
	Untermeyer, Louis	Aesop's Fables. Golden Press, 1965	Good for reading aloud

Stage con't.	Author	Title/Publisher	Description
	Klein, Norma	Girls Can Be Anything. Dutton, 1973	Non-fiction
	Hutchins, Pat	Rosie's Walk. Macmillan, 1968	Rosie leads a charmed life on her walk, since fox can't catch her
Concrete Stage (7-11 years)	White, E. B.	Charlotte's Web. Harper & Row, 1952	One of the best-loved children's stories
	Cerf, Bennett	Bennett Cerf's Book of Riddles. Random House	Simple, "I can read" riddles
Formal Operational Stage (11-adult)			Mystery, biography, science fiction, how-to books, realistic novels

IN PRAISE OF PRAISE

There is nothing like praise to encourage younger readers. There are two kinds of praise—verbal and nonverbal. Teachers often use both to encourage children to learn. Some of these may refresh your memory. Recognition of a job well done builds confidence. You'll both want to read together again if it's fun.

Verbal

I like the way you read!

Wow! Terrific!

Good work!

Let's tell _____ how well you read!

Good answer!

What a hard worker you are!

Congratulations!

Let's put this on our bulletin board!

I'm so proud of the way you read!

Nonverbal

A great big hug

A kiss

A pat on the back

A special treat

Lots of sympathy when things go wrong (We all have our bad days!)

A nod of approval

A nonjudgmental head shake, "no" before you say, "Try again."

Repeat the first three over and over again!

THE PRESCHOOL YEARS

The Importance of Play

Children must be encouraged to play--by themselves, with other children and with you. Playing helps children develop trust, discover meanings about life, and develop a sense of confidence in their own behavior.

Play is your child's business. You can provide the time, the space, and lots of opportunities for spontaneous, creative play. Through play, your child discovers the world, develops important motor skills, and learns to become a social being. In short, your child learns to deal with reality when he or she plays.

PLAY ACTIVITIES AT HOME

- Blocks--help the young child develop imagination, dexterity
- Kitchen utensils--child experiments with the real world
- Play tools--child learns by practicing adult behavior
- Paints, crayons, clay--child explores the world and learns to represent it through art

THE IMPORTANCE OF LANGUAGE

Your child's first teacher is you. Children learn by listening and reproducing the sounds heard from parents, relatives, and playmates. How important is conversation in the home? Very important! When children learn to read, they must relate the sounds they hear to the printed symbols they see.

RESEARCH INDICATES THAT THE BIGGER THE CHILD'S SPEAKING VOCABULARY, THE BETTER THE READER! HELP MAKE CONVERSATION AN IMPORTANT PART OF FAMILY LIFE.

Here's how it works: A young child will find it easy to read new words when he or she has seen the object and knows its name. For example, the word, "tractor" is sometimes a hard word to read for city children who have never seen one.

LANGUAGE ACTIVITIES AT HOME

Acting out stories--Young children love to pretend. Make opportunities for the youngster to act out stories. Play "house", or "school", especially with older family members

Conversation--Find time to share quiet conversation with your child. The amount of time is less important than the quality of the conversation

Telephone--Young children love to use the telephone. Encourage them to speak to callers, and if you can disconnect the phone, allow your young child to have imaginary conversations

THE IMPORTANCE OF FAMILY INTERACTION

Include your child in adult conversations, especially if you notice that your child is listening. "What do you think?" says that you value your child's opinion, that you're willing to listen to the answer, and that your child is a worthwhile person.

FAMILY TIME AT HOME

Dinner Time--Make sure that even the youngest child contributes to dinner talk.

Bedtime--This is always a good, quiet time to review the day.

Reading to the Preschooler

Very young children plead to have a favorite story read over and over again. Why? The repetition is not only comforting, it is one way in which the child learns. Just try changing a word or a phrase! Young children are busy processing information all day long, first at home and then at school. Repetition is their way of fixing the learning. MAKE that mistake, and praise the child when you are corrected. "How smart you are!"

Let your child make the choice of book or record. That is how he or she will learn to discriminate. Use earplugs if the record drives you to distraction. The child is learning, so DO NOT DISTURB!

READING ACTIVITIES AT HOME

Read-aloud--If you can't always be home to do this, make a cassette for your youngster, so he or she can listen anyway.

Silent reading--Perhaps the family can agree to a "quiet hour" for everyone, so that those who wish to can read without interruption.

Looking at Pictures--Colorful picture books or magazines can be a stimulus to reading and looking at them should be encouraged.

Daily reading--Make it a habit! Children should read or be read to every day.

LEARNING TO READ

Nursery School and Kindergarten

Teachers stress language development by playing games in which children are required to hear the sounds in words. We call this AUDITORY DISCRIMINATION.

At the same time, teachers begin to help children WHO ARE READY to match capital and small letters. When a child can hear the sounds in words and can recognize capital and small letters, that child is ready to learn to read.

- **UPPER CASE LETTERS**
- **lower case letters**

Learning Rate

Infants, as we all know, walk at different ages and begin to talk at different ages. It follows then, that children LEARN at different ages. Not all six year olds are ready to read.

Educators are aware of this. Their job is to help the child become ready by reinforcing those necessary skills. If your six year old is not ready to read don't panic. You wouldn't have dreamed of forcing the child to walk before it was time. Help by being understanding and by being very PATIENT.

Learning Styles

Research on how children learn is ongoing. New discoveries point teachers in new directions. We are learning more each day about how children learn.

For example, we are beginning to understand that children have different learning STYLES. Some children learn better with the help of VISUAL AIDS. Some children learn best with the use of AUDITORY (listening) AIDS. Some children learn best with the use of KINESTHETIC (using body movement) AIDS. And some children combine some or all of these when they learn. Teachers are learning how to use this new knowledge and to draw on it in their teaching.

New research on the workings of the human brain--left brain, right brain--is also having its effect on education. Some of us favor the right hemisphere, which is responsible for our artistic and musical abilities, as well as our special perceptions. Some of us favor the left hemisphere, which specializes in language perception. And some of us combine both hemispheres when we learn.

As yet we don't know enough about the workings of the brain, but scientists have made important strides, and education will benefit when we learn more.

How Does Your Child Develop Reading Skills?

Teachers concentrate on helping children learn how to DECODE the printed symbol. This is also know as PHONICS. Children are also taught letter discrimination, sound discrimination, word meanings, sentence meanings, and paragraph meanings. This is called COMPREHENSION, which is the word we use for understanding what we read.

Our aim is to build on previous knowledge. The child acquires the tools he or she needs to read anything that is printed, from story books to job applications.

How Parents Can Help

We've already mentioned language in the home, but it is necessary to add a word of caution here. Don't fall into the trap of making conversation a boring chore. "What did you do in school today?" is almost sure to get you the answer, "Nothing!" Instead, share a TV program and talk about it. At dinner, make sure everyone gets a chance to share something of interest. Casual conversation should be natural, easy and joyous. And give your child the opportunity to "pass" if he or she has nothing to say.

Read favorite stories aloud. Everyone can take a turn, as a family activity. Reading at home needn't take that much time out of our complex schedules. Fifteen minutes each day that provides real pleasure will improve a child's reading performance immeasurably!

Who Chooses The Book?

Let your child make the choice. After all, it is the child's need that is important. If the book is too hard, read it aloud. Talk about the pictures, too. Ask questions like, "What do you think will happen next?" Ask the listener to come up with a different ending to the story. Mix up the facts and ask your child to list them in order. You want to help stimulate your child to think.

When Your Child Reads Aloud

If your child can read it, but misses a word here and there, supply the word without comment. If the child misses more than four words on a page, the book is too hard. You read it instead. WHY? It is important that your youngster feels successful while learning to read. If the task is too frustrating, discouragement sets in quickly. Above all, BE PATIENT!

But the book is TOO easy, you say? That's fine! The reader who consistently chooses easy books or even the very same book to read aloud is giving you a message. The message is: I NEED TO READ THIS SO I CAN BE A SUCCESSFUL READER. The reading of an easy or a familiar book builds confidence as well as fluency.

Be positive and helpful. "Don't you remember that word from yesterday?" or "You're not trying!" are punishing remarks. You can help by boosting your child's developing ego. Teachers will work on the necessary skills in school.

READING MATERIALS IN THE HOME

It may be a relief for you to know that research tells us that, in general, BOYS IN THEIR EARLY SCHOOL YEARS ARE NOT AS INTERESTED IN READING AS ARE GIRLS! But these late bloomers usually catch up in high school. It is important not to blow this issue up out of all proportion. The last thing parents want to do is to discourage youngsters!

Here are some suggestions for home reading. Be sure to "monitor" the reading materials and games for levels of difficulty. Your child will learn from these activities when he or she feels SUCCESSFUL performing them. Games help children learn to follow directions--an important skill that reinforces school work.

CHILDREN'S MAGAZINE SUBSCRIPTIONS OR BOOK CLUBS

The learning opportunities here are fantastic. First, the child learns to make intelligent choices. Second, the child looks forward to receiving personal mail. Third, the child knows how YOU feel because you made it possible.

COMIC BOOKS

Yes, comic books! It is better to practice school reading skills with comic books than to read nothing at all! Let your child do the choosing.

SUPERMARKET ADS

Your child can help with the weekly shopping list by checking newspaper prices and cutting out savings coupons for favorite family products.

BOARD GAMES

Games are an excellent way to reinforce reading skills and give practice in following directions. Here are some suggestions:

CONCENTRATION	Improves spelling, sight vocabulary
MONOPOLY	Following directions, math, reading
PASSWORD	Vocabulary
JUNIOR SCRABBLE	Spelling, vocabulary
CANDYLAND	Following directions

MODELS

Instructions for building models defy many of us, but youngsters who like to construct models don't mind reading the directions.

RECIPES

Boys as well as girls love to cook and to bake. Reading and following recipe directions reinforce many school skills. The delicious product is its own reward!

TELEVISION LISTINGS

Try planning the weekly viewing activities from the Sunday papers. It might be a good way to limit television viewing while encouraging reading. Children can develop a real sense of "time" from the schedules.

CEREAL BOXES

The current interest in nutrition can be an excellent motivation to help your child learn about food values. Is it nutritious? How many calories does it have? What kinds of vitamins does it offer? Come up with questions the child can answer by reading the information on the box at breakfast.

LABELS ON CLEANING PRODUCTS

Is this product "safe"? Are the ingredients harmful? Help your child learn to choose products with care.

A BILL OF SALE

Can this item be returned? How many days do we have to return it? Will we get our money back? Is it a good product? Will it last?

NEW PURCHASE GUARANTEE

How long is the guarantee on this product? Is it an "in the home" warranty or must we send it back to the factory?

READING OUTSIDE THE HOME

Long automobile rides probably offer the best opportunity to play language games. Here are some to refresh your memory.

TRAFFIC SIGNS	Young children love to read them!
STREET NAMES	Ask the child's help in finding the right street.
LICENSE PLATES	Make it a game! Give "points" for unusual states. Keep a list of states in the dashboard.
MAP READING	Older children can help take responsibility for helping to locate your destination. Younger children can map-read with you for experience.
BILLBOARDS	Use YOUR imagination! How many questions can you ask about a billboard?
WORD GAMES	One person says a word, and the next person must say a word beginning with the last letter of that word.
SONGS	Another way to pass the time on long, tedious car rides is to sing together. The singing of familiar songs helps to develop memory skills.
MEMORY GAMES	Games that help your child recall things seen along the way are excellent stimulators.

WRITING ACTIVITIES AT HOME

The Importance of Writing

We are beginning to learn that there is a direct connection between good readers and good writers. Can you help? YES! Here are some ways you can provide opportunities for writing at home. A word of caution: Present it as a "fun" activity rather than as a chore.

PRESCHOOLERS

As soon as your child shows an interest in writing, be sure to encourage the effort. Let your child feel the first flush of accomplishment by praising the work.

When your child draws or paints those wonderful pictures, YOU can add the words to the picture if it tells a story. You might want to hang it on a wall in your home or even frame it! Or you might want to share it with a favorite relative.

PRESCHOOL ACTIVITIES

1. Staple a picture of an article of clothing on a paper bag. Let your child cut out all the articles of clothing he or she can find in old magazines or newspapers and place it in the bag, or paste it on the outside. This is called CLASSIFICATION. Other paper bag ideas are:

    a. things that are the same color; foods; toys; etc.
    b. things that begin with the same letter (ball, boy, bat, bed)

2. Staple some blank pages together and let your youngster dictate a story. When you write it down, let the child draw the pictures for it and "read" it back.

3. Cut out the shapes of letters and words. Say them while the child traces them.

ELEMENTARY SCHOOL

School writing efforts need praise. Avoid correcting those spelling and grammatical errors. Teachers spend time teaching these skills in school.

ELEMENTARY SCHOOL ACTIVITIES

1. Encourage your child to write fan letters to favorite authors. You can mail the letter to the publishers who will forward it to the author. Children's book authors often answer their fan mail.

2. Children can correspond with relatives who live far away. Children also take pride in their writing even if help is needed with the spelling of difficult words. Praise the effort and ignore the technical errors. Error-free writing comes with experience.

3. Encourage creative writing and, if you are asked, help with hard words.

JUNIOR-SENIOR HIGH SCHOOL

If you haven't done so by THIS time in your child's school career, it is now time to buy that first personal diary or that first box of personalized stationary. These need not be expensive and would encourage your youngster to write.

JUNIOR-SENIOR HIGH SCHOOL ACTIVITIES

1. Bring home official forms for practice. Youngsters can learn to fill out forms for a driver's license, job application forms, contest and census forms, to name but a few.

2. Encourage your youngster to write letters to the editor. Young people have strong opinions about current events.

3. Is your youngster happy or unhappy with a purchase made with hard-earned money, or gift money? Urge your child to write a letter of complaint or of praise to the manufacturer.

4. There are many good library books available to help junior and senior high school students write term papers, book reports, and research papers. Encourage your child to use books like these as a reference. See the reading list for some suggestions.

YOU AND THE LIBRARY

How often do you go to the library? Here is a short, refresher course that will help you take your child to the library and use it with confidence.

THE CARD CATALOG

It's simple! All books are listed by author, title, and subject. Just ignore the words, "A", "And", and "The", in all titles. Be sure to have a slip of paper with you. Why? When you locate the book you need, you must write down the CALL NUMBER that appears on the top left hand corner of the catalog card. WHY? Read on.

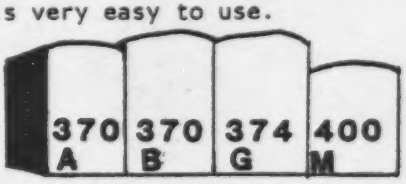
CALL NUMBER

372.4 **Reading**
A

THE STACKS

The bookshelves in the library are called, "the stacks". Books are arranged on the stacks in two ways. FICTION books are arranged alphabetically, by the first letter of the author's last name. NONFICTION books are arranged by number, according to the DEWEY DECIMAL SYSTEM. But that isn't as hard as it may sound. If you ask your librarian for help the first few times, you will soon find that the system is very easy to use.

FICTION



NONFICTION

REFERENCES

Every library has a reference section that includes works which may not be removed. These include encyclopedias, atlases, government documents, etc.

AUTOMATION

Do you want to read an article from an old newspaper? Many libraries now have microforms and the machines necessary to read them. Learn how to use them. In addition, photocopy machines are also available, just in case you want to reproduce a page from a book you can't remove.

READER'S GUIDE TO PERIODICAL LITERATURE

These useful volumes list magazine articles on just about every subject you can imagine. Try it! You'll find it very helpful.

LIBRARY ACTIVITIES YOU CAN SHARE

Why use the library? The library is a living encyclopedia of useful information, both past and present. You can use it to plan an investment program. You can use it to help you shop for a home. You can use it as a tax reference. You can use it to help you buy more intelligently.

The NEXT time you visit the library, plan to use it for more than just the fiction books you might like to read. Look for information in another area--perhaps home improvement, or photography, or even something as complex as micro-computers.

GROWING TOGETHER

You have heard, often enough, how important teachers feel it is to take your child to visit museums, zoos and cultural exhibits. Why? Trips add to family sharing. Together, a family can enjoy humanity's treasures. Art museums display works that link us to bygone days. Zoos are home to many species of animals that face extinction in their natural habitats. Here are some suggestions to make your trips together more meaningful.

MUSEUMS

Before you go, discuss what you might see at the museum and share it with your child. If there is a special museum exhibit, visit the library first and learn something about the artist or the age that is featured. And if you go to the museum without prior knowledge, talk to your child about it after your visit.

SPECIAL EXHIBITS

Many businesses offer free exhibits in big cities. Look for announcements in your local newspaper and make the trip. These trips can be fun. Often, the exhibits concern future technology.

SPECIAL LIBRARIES

Use the yellow pages to discover unusual libraries that might be worth a visit. Perhaps your child has a special interest you want to encourage. You might find a library that meets your child's needs.

To help you get started, you will find a partial list of places to visit in the back of this booklet.

Visits to educational resources outside the school is a way for you to make a statement to your child about how YOU feel about your child's education. A visit together says you CARE! A visit together says you want to SHARE! And, finally, a visit together says you want to grow with your child. In this way you can enrich the fabric of your family life! **GOOD LUCK !**

A QUESTIONNAIRE

Take a moment to answer these questions just for yourself. Examine your own attitudes toward reading at home. As you think about your answers, you may find ways to improve the quality of reading in your home for you and your family.

	YES	NO
1. Is there a quiet place for reading at home?		
2. Do you have a dictionary at home?		
3. Do you have other reference books at home?		
4. Do you use the library often?		
5. Do you read magazines at home?		
6. Do you read newspapers regularly?		
7. Do you read every day?		
8. Do you share what you read with your child?		
9. Are important news events discussed at home?		
10. Do you play games with your child?		
11. Do you watch and discuss TV with your child?		
12. Do you use an encyclopedia?		
13. Do you visit museums with your child?		
14. Do you listen when your child speaks?		
15. Do you encourage your child to develop hobbies?		
16. Do you read aloud to your child?		
17. After reading, do you talk about the book?		
18. Do you ask questions about the story?		
19. Do you enjoy reading with your child?		
20. When you read together, is it fun for both of you?		

A READING LIST FOR PARENTS

AUTHOR	TITLE/PUBLISHER	DESCRIPTION
Arbuthnot, May	Children's Reading In The Home. Lothrop, Lee & Shepard	A guide to sharing literature with young children. EXCELLENT!
Becker, Wesley	Parents Are Teachers Research Press	How to be a more effective Parent.
Bettelheim, Bruno	The Use of Enchantment. Vintage Press	How children use fairy tales to understand their world.
Cullinan, Bernice	Literature and Young Children. National Council of Teachers of English.	A good guide to 100 best books for children
Grady, Tom, ed.	Free Stuff For Parents. Meadowbrook Press	Collection of free materials available through the mail
James, Elizabeth & Barkin, Carol	How To Write A Term Paper. Lothrop, Lee & Shepard	An invaluable aid for secondary students. Paperback edition, too.
Lamme, Linda	Raising Readers. Walker & Co.	A guide to sharing literature with young children. EXCELLENT!
Larrick, Nancy	A Parent's Guide To Children's Reading. Pocket Books	A valuable guide
Piers, Mari W. & Landau, G.	The Gift of Play. Walker & Co.	Discusses the significance of play for children's growth.
Pulaski, Mary Ann	Your Baby's Mind And How It Grows Harper & Row	A clear explanation of children's mental growth.
Singer, Dorothy & Jerome	Partners In Play Harper & Row	Doing and growing together.
Winick, Marianne	Before the 3 R's. David McKay	Home is a learning place

MUSEUMS, LIBRARIES, SPECIAL EXHIBITS

- THE AMERICAN MUSEUM OF NATURAL HISTORY
  Central Park West at 79th Street (873-1300)
  The museum is an explorer's paradise. Also located there is the exciting Hayden Planetarium.

- THE BROOKLYN CHILDREN'S MUSEUM
  145 Brooklyn Avenue (735-4400)
  This museum has "hands on" experiences where children are encouraged to "touch".

- COOPER-HEWITT MUSEUM
  9 East 90th Street (860-6868)
  There are outstanding photography and design exhibits.

- LIBRARY AND MUSEUM OF THE PERFORMING ARTS
  111 Amsterdam Avenue (799-2200)
  This is the museum to take your budding performing artist.

- THE METROPOLITAN MUSEUM OF ART
  Fifth Avenue at 82nd Street (879-5500)
  This museum houses over three million works of art and a wonderful Junior Museum.

- THE MUSEUM OF MODERN ART
  11 West 53rd Street (956-6100)
  This museum exhibits films, photographs, furniture, as well as paintings and sculpture.

- NEW YORK ZOOLOGICAL SOCIETY (BRONX ZOO)
  Southern Boulevard & 185th Street (220-5100)
  There are over 252 acres of woodland sanctuary for more than 3,000 wild animals.

- NEW YORK AQUARIUM
  Boardwalk, West 8th Street (266-1309)
  The aquarium has a Children's Cove, where animals can be handled, a whale/dolphin show, and a geodesic sea-dome where multi-media shows on aquatic subjects are presented.

- SOUTH STREET SEAPORT MUSEUM
  16 Fulton Street (766-9020)
  There are ships, piers, buildings, streets and other artifacts of New York's historic seaport.

- THE BRONX MUSEUM OF THE ARTS
  851 Grand Concourse (681-6000)
  This museum has tours in Spanish and English and ten exhibits per year.

- CHINA HOUSE
  125 East 65th Street (744-8181)
  This art gallery is the center for Chinese young people.

- HALL OF SCIENCE
  Flushing Meadows - Corona Park (699-9400)
  This museum operates & maintains scientific and technological exhibits and programs.

- THE HISPANIC SOCIETY OF AMERICA
  613 West 155th Street (690-0743)
  This museum houses exhibits on the history and culture of Hispanic people.

- THE JEWISH MUSEUM
  1109 Fifth Avenue (860-1888)
  This museum houses materials representing richness and diversity of Jewish life.

- EL MUSEO DEL BARRIO
  1230 Fifth Avenue (831-7272)
  This is the only Puerto Rican museum in mainland U.S.A.

- STATEN ISLAND MUSEUM
  75 Stuyvesant Place (727-1135)
  This museum houses materials on cultural, scientific, and historical interests of Staten Island.

- THE QUEENS MUSEUM
  Flushing Meadow - Corona Park (592-2405)
  This museum exhibits Queens' artists and craftsmen.

- THE SCHROMBURG CENTER FOR RESEARCH IN BLACK CULTURE
  130 West 135th Street (862-4000)
  This library houses materials on Black Culture.

- STATEN ISLAND CHILDREN'S MUSEUM
  15 Beach Street (273-2060)
  This museum houses Arts, Science, and Humanities exhibits for children.

- THE STATEN ISLAND HISTORICAL SOCIETY/THE RICHMONDTOWN RESTORATION
  441 Clarke Avenue (351-1611)
  Buildings, furnishings, crafts of an American Village during 17th, 18th, and 19th centuries are exhibited here.

- THE BROOKLYN MUSEUM
  188 Eastern Parkway (638-5000)
  This museum includes the Departments of African, Oceanic and New Worlds Cultures, Costumes and Textiles, Decorative Arts, Egyptian and Classical Art, Middle Eastern Art and Oriental Art.

- MUSEUM OF THE AMERICAN INDIAN/HEYE FOUNDATION
  Broadway at 155th Street, New York (283-2420)
  This museum is devoted to collection, preservation, study and exhibition of all things connected with the Indians of North, Central and South America.

- THE CITY ISLAND HISTORICAL NAUTICAL MUSEUM
  190 Fordham Street, Bronx (885-1292)
  There are three rooms of artifacts related to the nautical heritage of City Island dating back to Indian times.

- AUNT LEN'S DOLLS AND TOY MUSEUM
  6 Hamilton Terrace, New York (926-4172)
  Dolls and toys are the themes of the museum. There are five rooms of memories, including a "touch and tell" room where visitors can handle the collection.

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